

HOLLY SPRINGS-MOTLOW ELEMENTARY

325 Motlow School Rd.
Campobello, SC 29322

GRADES K-6 Elementary School

ENROLLMENT 336 Students

PRINCIPAL David Craft 864-895-2453

SUPERINTENDENT James A. Littlefield 864-472-2846

BOARD CHAIR C. Hugh Burnett 864-472-2846

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
15	56	4	1	0

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Good	Average	N/A
2003	Good	Below Average	Yes
2004	Good	Good	Yes

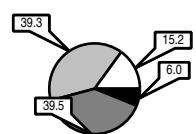
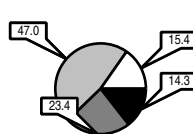
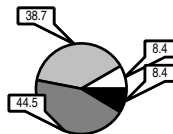
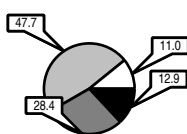
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

71.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	156	99.4	7.8	39.0	44.8	8.4	63.6	Yes	Yes
Gender									
Male	70	100.0	10.1	49.3	31.9	8.7	52.2		
Female	86	98.8	5.9	30.6	55.3	8.2	72.9		
Racial/Ethnic Group									
White	150	99.3	8.1	37.8	45.3	8.8	64.2	Yes	Yes
African-American	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	144	99.3	5.6	38.0	47.2	9.2	66.9		
Disabled	12	100.0	33.3	50.0	16.7	0.0	25.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	156	99.4	7.8	39.0	44.8	8.4	63.6		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	156	99.4	7.8	39.0	44.8	8.4	63.6		
Socio-Economic Status									
Subsidized meals	61	100.0	11.5	47.5	32.8	8.2	55.7	Yes	Yes
Full-pay meals	95	99.0	5.4	33.3	52.7	8.6	68.8		

Mathematics - State Performance Objective = 15.5%									
All Students	156	100.0	11.0	47.7	28.4	12.9	59.4	Yes	Yes
Gender									
Male	70	100.0	11.6	44.9	29.0	14.5	59.4		
Female	86	100.0	10.5	50.0	27.9	11.6	59.3		
Racial/Ethnic Group									
White	150	100.0	10.7	47.0	28.9	13.4	60.4	Yes	Yes
African-American	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	144	100.0	8.4	47.6	30.1	14.0	62.9		
Disabled	12	100.0	41.7	50.0	8.3	0.0	16.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	156	100.0	11.0	47.7	28.4	12.9	59.4		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	156	100.0	11.0	47.7	28.4	12.9	59.4		
Socio-Economic Status									
Subsidized meals	61	100.0	14.8	50.8	21.3	13.1	54.1	Yes	Yes
Full-pay meals	95	100.0	8.5	45.7	33.0	12.8	62.8		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	39	100.0	5.3	42.1	50.0	2.6	52.6
	Grade 4	38	100.0	8.6	48.6	40.0	2.9	42.9
	Grade 5	47	100.0	15.6	48.9	33.3	2.2	35.6
	Grade 6	46	100.0	21.4	33.3	38.1	7.1	45.2
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	43	100.0	4.7	20.9	62.8	11.6	74.4
	Grade 4	37	97.3	8.3	50.0	38.9	2.8	41.7
	Grade 5	31	100.0	19.4	48.4	29.0	3.2	32.3
	Grade 6	45	100.0	2.2	42.2	42.2	13.3	55.6
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	39	100.0	15.8	47.4	31.6	5.3	36.8
	Grade 4	38	100.0	8.6	71.4	11.4	8.6	20.0
	Grade 5	47	100.0	13.3	66.7	20.0	N/A	20.0
	Grade 6	46	100.0	14.3	45.2	28.6	11.9	40.5
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	43	100.0	11.6	44.2	25.6	18.6	44.2
	Grade 4	37	100.0	10.8	48.6	29.7	10.8	40.5
	Grade 5	31	100.0	12.9	64.5	22.6	N/A	22.6
	Grade 6	45	100.0	8.9	40.0	33.3	17.8	51.1
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 336)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	3.4%	Up from 0.3%	2.6%	2.7%
Attendance rate	96.0%	No change	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.6%		3.2%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.6%		2.7%	3.5%
Eligible for gifted and talented	21.2%	Down from 21.9%	19.8%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.0%	Down from 4.4%	7.7%	8.2%
Older than usual for grade	1.2%	Up from 0.3%	0.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 26)				
Teachers with advanced degrees	61.5%	Up from 60.9%	55.0%	51.4%
Continuing contract teachers	80.8%	Down from 95.7%	90.5%	87.5%
Highly qualified teachers**	100.0%	N/A	95.7%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	92.6%	Down from 95.0%	89.4%	86.7%
Teacher attendance rate	95.7%	Down from 96.5%	95.0%	94.9%
Average teacher salary	\$40,921	Up 1.0%	\$41,933	\$40,760
Prof. development days/teacher	11.3 days	No change	11.3 days	12.4 days

School				
Principal's years at school	19.0	Up from 18.0	5.0	4.0
Student-teacher ratio in core subjects	18.7 to 1	Down from 21.3 to 1	20.1 to 1	18.9 to 1
Prime instructional time	91.3%	Down from 91.5%	90.4%	90.0%
Dollars spent per pupil*	\$6,262	Up 0.1%	\$5,671	\$6,044
Percent of expenditures for teacher salaries*	63.1%	Up from 59.9%	66.1%	65.9%
Opportunities in the arts	Excellent	Up from Good	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	86.8%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Holly Springs-Motlow Elementary School has experienced a very successful 2003-2004 school year. We have enjoyed overwhelming support from our School Improvement Council, the PTA, parent volunteers, churches, the surrounding community, and a very generous business partner. This year our school was named as a SC Exemplary Writing winner, along with being recognized as a Red Carpet School.

The Spartanburg County Parks and Recreation organization houses an after-school child-care program on our campus. Two community civic groups and other local organizations also use our facility. Parents and children participate in Technology Tuesdays, a school program designed to familiarize families with computers and the Internet. All of our students compete in the county's exceptional behavior Terrific Kids Program. Our PTA and students hosted the fourth annual "Grandparents Day" with over 325 in attendance.

Our PACT scores are commendable; however, our continual goal is to improve. Grade and subject level Teacher In-services that focus on intense familiarity with the SC State Standards are provided to assist with this endeavor. The Reading Recovery Program is utilized with at-risk first graders; however, these strategies are practiced in Grades K-6. Vertical Teaming is in place to ensure a continuum of instruction.

Low student/teacher ratio positively impacts provisions for our students; however, the school population continues to grow. A School Resource Officer, A School Nurse, and strategically positioned security cameras ensure maximum safety at HSMES.

Dedicated faculty and staff are committed to provide a safe, student-centered learning environment that will produce knowledgeable and successful adults in an ever-changing and technological society. Our school is fully accredited through the Southern Association of Colleges and Schools.

David Craft, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	24	47	47
Percent satisfied with learning environment	100.0%	93.6%	91.5%
Percent satisfied with social and physical environment	100.0%	93.6%	91.5%
Percent satisfied with home-school relations	100.0%	87.2%	74.5%

*Only students at the highest elementary school grade level at this school and their parents were included.